

and more than one column on John L. Sullivan, of Boston.

Even so excellent a text-book as "American Literature," by Hawthorne and Lemon, gives more space to that ideal crank, Walt Whitman, than to Sidney Lanier, Thomas Nelson Page, Joel Chandler Harris, Paul Hayne, John Esten Cooke, and Father Ryan, all combined. Many of our school histories treat our jurists, statesmen and civilization with silent indifference; and we have been quietly waiting for a just chronicler, a true historian of our people.

I am glad, however, that the South is waking up from its lethargy; that men and women of ability, of genuine patriotism and love for the truth, are in modest tones asking the world to consider the true history of the South. "The Old South," and "Old Virginia," by Thomas Nelson Page; "The New South," by Henry Grady; "Free Joe," by Joel Chandler Harris; the poems of Sidney Lanier and Father Ryan should be taught to every Southern youth. "Southern Literature," by Miss Louise Manly, is worthy of a place in every Southern school. It is the best book of its kind that I have seen. A very recent work, "The Southern States of the American Union," by Dr. J. L. M. Curry, is a history worthy of enthusiastic support, and I trust it may find an advocate in every Southern teacher. It gives, in a concise manner, the history of the Southern colonies; the part they performed in establishing freedom of thought, of the press, and of conscience for themselves and posterity; their wisdom in council, valor in the field, and their patriotism everywhere.

And, Mr. President, I wish to see this literature put into the intermediate department of our schools. I say intermediate department, because there are about twice as many children in

this department as there are in the high schools, and the greatest number possible should have this literature taught them. Children in the sixth and seventh grades can easily comprehend all the authors I have named. This literature, which is but a reflection of the people it attempts to describe, is full of sincerity, justice, patriotism, and conservatism.

Another reason for teaching this literature to small children is, that it is so full of parental love and filial devotion—themes that delight them. It magnifies the home, where mother is queen and sister sacred. It delights in the portrayal of farm scenes, of waving fields yellow with grain, or white with cotton, of green pastures made more cheerful by frolicking lambs, of the perfect order and system of farm work; of the merry contented slaves as they went to their work in the morning with songs on their lips, or as they made their quarters lively at night with the banjo and that "double shuffle" which only a negro can dance to perfection. Permit me to digress just here to say that Southern literature gives the best history that can be found of slavery. It rehearses the almost forgotten fact that the North was particeps criminis with the South in introducing and profiting by the slave trade; that the Southern colonies repeatedly protested and went on record in their legislative assemblies against the slave trade; that when the first vote was taken in the Federal Congress, to prohibit further importation of slaves, Virginia voted in the affirmative, and New Hampshire, Massachusetts and Connecticut in the negative. Slavery as an institution cannot be defended, but I want its true history taught to the children of our firesides. I want them to know that the negro slave, as a rule, was well fed, well clothed, well nursed when sick; that